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ABSTRACT

This case study explored the socialization of four beginning teachers as they engaged in the pre-induction and induction years of professional training. The analysis provided information about what contributes to the development of beginning teachers as they participate in school communities engaged in inquiry, and as they grapple with issues of social injustice. The four case studies were examined in terms of social justice education, attitudes towards the teaching profession, why the participants wanted to become teachers, their development as social justice educators, support, collaborative school-university activities, inquiry as a means for school reform and teacher education, constructivist pedagogy, and collaboration. Preliminary findings suggested that the guiding teachers and student teaching experience are seen by novice teachers as major influences. Also, findings indicated that issues of survival are much more important to these beginning teachers than social justice education. (Contains 23 references.) (ND)

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THE DEVELOPMENT OF BEGINNING TEACHERS

AS SOCIAL JUSTICE EDUCATORS

IN THE CONTEXT OF A SCHOOL-UNIVERSITY PARTNERSHIP

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

THE DEVELOPMENT OF BEGINNING TEACHERS AS SOCIAL JUSTICE EDUCATORS IN THE CONTEXT OF A SCHOOL-UNIVERSITY PARTNERSHIP

INTRODUCTION

This study seeks to explore and build theory about the development of beginning teachers[1] -- particularly how participating in the UCLA, Center X/Santa Monica-Malibu Unified School District, SMMUSD, school-university partnership advances the evolution of beliefs and practices promoting social justice education. This study looks beyond teacher education classes and examines beginning teachers in the field settings where they embark upon their practice. The work is situated in the social-reconstructivist tradition of school reform, which defines both schooling and teacher education as crucial elements in a movement toward a more just society. Several generations of teacher educators have developed this radical stance[2]. My focus is on developing understandings of how beginning teachers evolve and change their reasoning about social justice issues. I am curious to learn more about what happens after beginning teachers learn critical, social-reconstructivist theory and begin to deal with the cognitive dissonance that occurs when they have to react to the policies and practices of public school life and make sense of their real-life settings.

The study extends Zhixin Su's (1990, 1992), research into the moral socialization of teacher candidates, and seeks to explore the development of social justice sensitivity in beginning teachers. Su's studies provide evidence that student teaching and cooperating teachers are the most powerful sources of influence on teacher candidates in their initial socialization experience. However, the power of the

[1]The terminology changes as beginning teachers progress through their careers. When I refer to the participants as "novice teachers," I will be describing their thoughts or actions from the pre-induction year, commonly referred to as "student teaching." When I refer to the participants as "resident teachers," I will be describing their thoughts or actions from their first year of full-time teaching in their own classrooms. When I label them "beginning teachers" it is a general statement about teachers who are not veterans.

[2]See (Apple, 1982; Banfield, 1970; Counts, 1932; Freire, 1968; Giroux & McLaren, 1987; Giroux, 1981; Kozol, 1991; Liston & Zeichner, 1991; Rugg, 1931; Rugg, 1952).

university training and influence is too often lost once the novices begin their "real-world" experiences. Even though teacher candidates tend to be socialized into progressive and liberal beliefs and values about teaching and schooling on the college and university campuses, once they begin student teaching they are likely to focus on the technical skills of teaching and become re-socialized into the existing, and often conservative, culture of teaching (Su, 1992; Su, 1990). *Tomorrow's Schools* (Holmes, 1990) offers a vision of professional development schools as places where school and university professionals collaborate and implement professional development practices that transform educational outcomes for *all* students. Valli et. al. (1997) highlight the importance of equity and social justice as a driving force behind this vision (Valli, Cooper, Frankes & Zeichner, 1997), which brings me to inquire into what ways professional development schools effect the beliefs and practices of beginning teachers, especially concerning social justice, and to what degree do professional development schools share their partner university's social justice vision?

This case study explores the socialization of four beginning teachers as they engage in the pre-induction and induction years of professional training. The analysis will seek to provide information about what is contributing to the development of beginning teachers as they participate in school communities engaged in inquiry, and as they grapple with issues of social justice. At the same time it may contribute to understanding how effective the partnership is in creating and influencing their beliefs and practices. The theory that emerges from the study will provide authentic insights explaining the reality of teacher education within such a partnership, and will provide a framework for action.

DESIGN AND INSTRUMENTS

I have taken a *participatory*, *collaborative*, and *holistic* approach to conducting an exploratory case study. Beginning teachers *participate* in the inquiry by sharing with

me their reflections through interviews, reflective journals, and other written documents. Together, we build understandings, valuing the investigator and the co-participants as the primary data-gathering instruments. This way the participants can observe and interpret while interacting with others in the inquiry process (Hunkins, Wiseman & Williams, 1995; Reason, 1994).

Lincoln & Guba (1985) characterize this as *collaborative* inquiry, a process where investigators allow the design of the inquiry to evolve from the needs revealed as the study progresses (Lincoln & Guba, 1985). There is no search for absolute truth, but rather for more information and understanding. All parties are part of a question driven, collaborative process that is dynamic, uncertain, playful, contextual, and emergent (Hunkins et al., 1995). Collaborative inquiry brings into congruence my world-view and the constructivist theoretical framework of the teacher education program that the subjects of my study are participating in.

This *holistic* view is expressed by Dudley (1992), as a new paradigm of inquiry which encompasses ideas of collaboration, process, participation, and reflexivity. Grounded in phenomenology and feminist theory, Dudley describes her relationship with those she studied as a natural one of co-researchers (Dudley, 1992). I am careful to keep to a minimum direct questions about social justice education. The questions are more open-ended, asking resident teachers to talk or write about significant issues that arise in conversation or thought about daily practice. In this way the findings are indicative of what really is in the minds of beginning teachers, allowing the researcher to tell the story of their social development and the presence or absence of social justice ideals.

Data collection comes from three major sources: 1) interviews with the novice (and later) resident teachers, and interviews with other participants in the partnership; 2) observations in their classrooms; and 3) documentation: documents written by the participants, documents related to the program, and miscellaneous data sources. In-

depth, semi-structured interviews, at various points in time, allows the beginning teachers to give voice and reflect upon their experiences. As resident teachers, these same people respond periodically to a reflective journal template that I have provided with three open-ended questions. They also forward to me copies of written reflections from personal journals, UCLA seminars, and school site instruments.

Description of Subjects

All four of the teachers in my case study spent their pre-induction year as novice teachers in the Santa Monica-Malibu Unified School District, SMMUSD. They were well aware that there were collaborative activities and a partnering relationship between the school district and their teacher education program (although they were not aware of this when they applied to the teacher education program). A major change from traditional student teaching experiences is that each novice stayed at one school for the entire pre-induction year. They visited some other schools and served some short stints observing, but each had a home base where they became part of a school community for the entire school year. A developmental approach was taken by increasing teaching responsibilities. Every novice teacher participated school-wide in the life of the school community, and student teaching was conducted in different classes on the same campus. In this way they experienced what it is to be a part of a school community for one full school year.

Three of the novices spent that year at SMASH, The Santa Monica Alternative School House, a progressive K - 8 school of 190 students. Nancy, Lucy, and Lois experienced pre-induction training in this school where multi-age, team-teaching, and thematic, learning for understanding are actual, implemented practices. Nancy and Lucy student taught as team-mates in a K-1-2 class of 64 students and 2 teachers. One of these guiding teachers was a novice teacher at SMASH during the first pilot year of the partnership. Following the model of their cooperating teachers, Nancy and

Lucy spent long hours as supportive teaching partners, working and planning together. Lois was in a 3-4-5 class where a veteran teacher team-taught with a first-year teacher who graduated from the same university program and student taught at SMASH during the second pilot year of the partnership. Tina's pre-induction year was at the same school where she was later placed for her residency -- Will Rogers Learning Community, an award-winning school, highly recognized for its advances in restructuring and collaboration with university research.

The following year's residency is actually first-year teaching where the residents are hired by the school districts while simultaneously being enrolled as university students in the second year of their teacher education program. Their program requires that the residency year be at schools with low-income populations of primarily African-American or Latino students. All four subjects secured teaching positions in similar grades to their novice teaching experiences. Tina was able to obtain her placement at the same school of her pre-induction year, a first and second grade bilingual, multi-age, with some of the same students from her novice teaching class. Lucy stayed in the same district and was hired to teach a first and second grade multi-age class at John Muir, a neighborhood elementary school in the same section of the city as SMASH. Nancy's, second grade, and Lois' third grade, residency placements were in Warren Lane Elementary School in the Inglewood School District. Any collaboration or partnering relationship between this district and the teacher education program is much more vague and loosely defined. To summarize the difference in placements, Tina and Lucy remained in a progressive school district with a diverse student population. The Santa Monica-Malibu Unified School district has been actively engaging in partnership with UCLA's Center X, exploring the notion of professional development school/school-university partnership, PDS/SUP. Lois and Nancy are in a school district with a low-income, minority population. Santa Monica is promoting restructuring, school-university partnership, authentic assessment, and learning for

understanding. Inglewood's concerns are more fundamental -- campus safety and cleanliness, literacy, and basic skills.

PRELIMINARY FINDINGS

Social Justice Education

These beginning teachers are highly aware that their teacher education program is focused on socializing beginning teachers to be social justice educators. It is not clear whether they knew this before applying to this program or not, but none of those in the study indicated that it was a reason for applying to UCLA's teacher education program. In general, there was a lack of articulation and communication about the definition and vision, as well as different levels of understanding about social justice education. Views ranged from stressing the importance of teaching basic knowledge, to developing interpersonal relationships, to social critique. When they were novice teachers, they expressed the importance of equity, rather than equality, (providing what the students *need*, as opposed to providing the *same* for everybody). The views these novice teachers expressed on social justice education also include: the teacher as human developer on a micro, rather than macro level; instilling the love of learning in all children; building community; and giving back to a society that has been nurturing to them. However, after a few months of residency, when they taught their own classrooms and practical concerns overpowered theory, none of the subjects felt that they were social justice educators.

One would expect that increasing the collaborative activities between the university and the school district would lead to achieving the program's desired outcomes, in this case socializing beginning teachers to become social justice educators. Although my sample size is small, the preliminary data indicates that the school environment and the level of partnership with the university does effect socialization. Tina, the teacher in the award winning, restructuring school where she

spent her pre-induction year, is having by far, the most positive experience, and is most thoughtful about social justice issues.

> I'm also in a different boat from all three of you because I'm definitely planning on returning to the school where I am at next year. I'm definitely excited about where I'm going. And I definitely think my school is a community. So I'm in a radically different place.
>
> I don't think that any one of us feel like we are a social justice educator. We are not helping make change. However, I am effecting change. But I am only effecting change because so are the other (grade) one/two teachers, so are the (grade) three/four teachers that I talk to, and so is my principal.

Tina believes she is a change agent more because of her school community than because of its partnership with the university's teacher education program. Lucy describes how she and the other beginning teachers are feeling demoralized defeated.

> I feel completely demoralized -- my social values and social consciousness are just as refined and committed idealistic as ever, but I feel like I'm a total martyr here. Its against my natural grain and personality to be the one fighting against the resistance to make it happen. So I don't think that I'm going to be one effecting change, but my attitude towards the profession isn't negative. (Nancy and Lois nodded agreement.)

Before looking at the context of the partnership let us look at the teachers, themselves, to find out more about who they are and what they are thinking about.

Attitudes Towards The Teaching Profession

Four themes emerge from the preliminary findings: community, caring, collaboration, and control. Each of the beginning teachers described visions of schools where parents would be highly involved in their children's education. Parents would provide resources for enrichment activities, and they would be actively supportive of the educational program at school and at home. Lois expressed frustration and discouragement because she felt they do not have that kind of support.

> I think that at our school they need not just one classroom teacher working to help them. They need the whole community. They need the whole school. I feel like I'm the only person who cares about my children in my class... The only person in the whole school.

These beginning teachers have been immersed in a teacher education program rich in collaborative experiences. Besides their university engaging in collaborative activities with the school district, much of their university coursework has been structured collaboratively and a strong peer cohort has been encouraged. Nancy expressed the support she felt when she was team-teaching.

> One thing that the program has done very well with is creating a strong sense of community with the TEP, (teacher education program), students. Taking classes with all the same classmates during the Fall Quarter built a tremendous support system. Talking with and spending time with people who you know have similar feelings and anxieties is a great advantage. On a smaller scale, my partnership with Lucy is probably one of the strongest sources of support and encouragement. I see her on a daily basis -- throughout the day. We have the most similar experiences out of anybody in our program because we are team teaching. We support each other academically. We support each other in terms of lesson planning and classroom management techniques. But most of all, we support each other emotionally. I often walk over to her before 8:30 AM to get a strong hug so that I know I can start the day and face the kids! In a way I almost feel that my guiding teachers are also part of my daily peer cohort.

When I asked Nancy about her collegial relationships in her residency year, she described her continuing relationships with members from her novice teaching peer cohort, (Team P).

> I am (in collegial relationships) in that two of my team P members are with me at my school. They provide me with the most support right now. I started out at Warren Lane getting help from several teachers -- one veteran and one fairly new. They both were very helpful -- most of the teachers are.. They offer resources or lesson ideas when I come to them they help me. I don't think that I am really making any ties with the teachers outside of that. We do have certain scheduled meetings that don't really develop cohort relationships. Faculty meetings don't' really help. The most important relationship that I have right now is Lois. When she was absent last week I became very depressed. I realized how important her presence was for me.

Now that she is no longer team-teaching, Lucy has replaced some of this collaborative support by invoking the aid of her large, extended family, some of who actively participate in her classroom. She also has a collaborative relationship with another beginning teacher, Edward, whose room connects with hers.

Many of the reflections from the beginning teachers focused on issues of control and competence. All of them question their ability to teach the way they have been taught to teach. Tina is having difficulties implementing her vision, however, she is proud that she is not giving up.

> I'm concerned about the students who may not be receiving the type of education I've been promising. I'm also stressed because I'm wondering how much I need to do as opposed to how much I've been doing. Am I at the right stage of a first year teacher? Should I be doing more? Am I ahead of "the game"? It's confusing and a little worrisome, but I also know I'm not caving in, and for that I'm happy.

Lois, on the other hand, seems to be using her experiences to validate a possible predisposition to traditional teaching and classroom control.

> It seems like every time I give the students an inch, they take a mile. If I tried to have a student-centered classroom, they'd be hanging from the ceilings. I really have to revise my ideas about what is acceptable in education in order for me to get my students to do ANYTHING. My mom agrees that you need to start off as a drill sergeant, and then add more and more freedom from there. But I started off with freedom, and now I really have to reel them in... I wish UCLA had been more realistic about what was really going to happen in the classroom.
>
> The minute I am myself I lose control. I lose them. If I lapse into my own (authentic) self, my corny, nutball self that I can be -- they're gone. I always have to be... I have to have eyes 360 degrees around my head. I have to be on top of it at every single second, if I lose that for one second or if I turn that off for one second a variety of things happen that have nothing to do with school. Today five of them were chasing each other around the classroom because I looked away.

So much of their worries and concerns are about efficacy -- concerns about techniques for classroom management and for teaching content. Are these the

reasons why they chose to enter the profession -- to run well managed classrooms and to teach skills and content? To find out more about this I collected data that would help me understand why they wanted to become teachers.

Why They Wanted To Become Teachers

Two of the participants described life altering experiences. Despite the fact that as a child she was always an excellent student and in the gifted track, Nancy lacked confidence in herself. She gained that confidence when, as a high school student, she participated in a summer institute at Yosemite. Nancy often states that she wants to be the kind of teacher that can help youngsters gain confidence in themselves, just as the Yosemite Institute helped her. As an undergraduate, Nancy made her final decision to teach after taking some education courses which required some field work observing and participating in a public school. The combination of actually being in classrooms and taking courses about education made her decision final. Lois developed her love for theater and the arts during college. She had two careers before teaching, engineering and banking, and she was bored with both of them. Then a car accident changed her life.

> Ever since I was in elementary school I always loved teaching people and I was always employed as a tutor through high school and college. Then I got in a terrible car accident and I thought there must be a reason that I'm alive, and its definitely not to sell annuities and investment funds . So I went into the profession that attracted me since I was a kid. I still am involved in theater now in all areas of production. That is something that will always be a part of my classroom.

There were no life altering experiences for Lucy and for Tina. Lucy was searching for the happiness and joy she remembered as a child in school. And Tina came from a teaching family. Both felt lucky and privileged, wanted purposeful lives, and wanted to give back. Whatever their social justice orientations were before, all four became

immersed in a teacher education program in transition -- a teacher education program renewing itself and dedicating itself to the development of social justice educators.

Their Development as Social Justice Educators

When asked during the Spring of their pre-induction year about the purposes of education and goals of schooling, the novice teachers talked about helping students learn basic knowledge, interpersonal relations, human development, and a love of learning. They were already well versed in constructivist learning theories. The Co-Director for Center X is nationally renown for her studies regarding social justice and school equity. Each of the participants in this study talked and wrote about her course being a major source of inspiration and information, helping them to understand the issues that social justice educators face as they struggle to change structures and practices in the schools. What was lacking was practical experiences observing, participating, and developing scaffolded teaching seasoning in the inner city schools. Nancy offered these thoughts before she knew that she would be a first-year teacher in Inglewood.

> All my classroom experience has been at SMASH plus at Muir for a short time. I don't feel that I've had much exposure to students from poor and minority backgrounds. But I do think that the unit lesson planning that I've learned at UCLA and at SMASH would be helpful for both "mainstream" and "minority" children. It bases knowledge on what students already know and experience and building from that rather than simply telling them what is happening in the world. So when you're basing knowledge on what the students know its easier to accommodate a class with varying backgrounds. In terms of a school-wide improvement, I don't know how I would go about it. I've never been sure of what my position would be in terms of changing schools as a teacher.

The transition from novice teacher to resident teacher was much more profound than any of them imagined. After half a year of full-time teaching, the residents expressed admiration for anyone who would "sign up for a second year after knowing

what it takes and experiencing the first year." They also became clearer that change agency is not an individual task. Tina envisioned a commitment from the whole school.

> The whole school is in partnership. It can't just be the (resident) people from our program who are trying to effect change. Its just not going to happen. It just stays in the classroom. The whole school is committed to understanding, not necessarily implementing, but understanding what the differences are and seeing what changes could be made. Then I think that something might happen.

Researchers are providing evidence that even in the most powerful programs beginning teachers experience a high degree of slippage from their theoretical knowledge base to actual practices. When teachers enter their classrooms, much of what they have learned dissipates (Lieb, 1992). Issues of survival preoccupy new teachers, and conservative practices "work," helping them establish control, discipline, and recognizable order. The concern, then, is to develop a professional continuum of programs and practices in teacher education that will remain in the belief systems and practices of teachers as lifelong habits. Skills learned during the preservice training would be enhanced and the teacher's needs and potential for professional growth would be emphasized. In this study a definite back-lash developed as beginning teachers experienced the cognitive dissonance between what their teacher education program taught them and the realities of practice. Lucy did not want to think about the term, "social justice educator."

> I can't believe I have to even think about this again! And these words are far from what I'm doing right now. I can tell you that a social justice educator would not be dictating what and how students do things as much as I'm trying (notice that I didn't say doing, just trying unsuccessfully) and a social justice educator would have a curriculum like what Edward and I are attempting, but it would probably be "meatier". We are working on creating friendships and appreciation, but it's not working.

To Nancy, practical issues overshadowed any theoretical thoughts.

> Its not a term that I would choose to use. Its not how I describe myself. The only way that I think of the term social justice is the way that UCLA has taught us to use it and I don't think of it often. I doesn't mean anything to me outside of

what UCLA has told us it means. Its kind of like UCLA's political jargon. Of course equality and fighting intolerance is important but I don't use that as focal points of my teaching. What is interesting to me however is although UCLA is focusing on social justice and having us work in low-income urban minority schools everything that they have taught us or told us about is only realistic for non-low-income non-urban schools. They are great ideas but there are so many other daily issues that occur in these schools they put us in that have to be addressed first before any social justice can create any effects.

Zhixin Su's recent study on the partnership also found that instead of one theoretical school of thought being promoted, these beginning teachers asked for critical discussions of different viewpoints to help them clarify their own thinking and to develop their own arguments and beliefs regarding the social justice issues (Su, 1997). However, my preliminary findings indicate that social justice issues are not a major priority for these beginning teachers. Survival is. The issue then becomes learning ways to support beginning teachers' primal needs in order for them to be open, amenable, and competent enough to embrace being social justice educators.

Support

This researcher was surprised to find that even though there is much research to condemn this as an dysfunctional practice, three out of the four participants in this study felt that regardless of the partnership, as beginning teachers, they were given the most difficult and challenging student populations in their schools.

Jim: So you got dumped on, you said?

Lucy: Oh I think so

Tina: I think she got the total first year, let's give her the "whatever the hell we don't want to get" class.

Lois: I think I did too.

Tina: I would bet all of you guys did.

Jim: Tell me each one. Why was it. Was it like.. why would it...?

Lucy: How did it happen?

Jim: Yes, what kind of structure...?

Lucy: The principal happened to be distracted by other details, so I don't know who was left in charge of creating... There's no one to officially organize which kids got put into each classroom. The teachers had these forms that said, like "high behavior," "low behavior," "high academic," "low academic". They put the names in piles... Like blatantly -- there's another new teacher and I who got all the behavioral, OK maybe academically got fairly dispersed, sort of, but not really. Edward didn't get it as much.

Tina: I would say probably because they weren't as sure of him coming in as they were of you or as sure of him as a teacher....

Jim: And that happened with you (Inglewood)? They actually divided the kids up in behavioral groups..?

Lois: We don't know how they did it.. All I know is that the week before school started I looked at their standardized test scores and all of the other third grade teachers' kids were on grade level or above. All of my kids except for two of them were like Kindergarten, really low level and they're all so... I noticed after I started teaching really (a difference in) the behavior of her (the teacher she collaborates with) class.. Because we trade kids a lot. Whenever I have her students in my room its heaven. Whenever I have my students, I have about... I mean, I have a lot of behavior problems and she doesn't. And I have a lot of academic problems and she doesn't.

Health is another issue effecting the lives of beginning teachers. This researcher's craft knowledge of over twenty years in public school teaching, confirms that the first year or two in a different public school environment often causes people to be sick while their bodies build up immunities to the bacterias and viruses in the current population. Nancy, Lois, and Lucy, found themselves often feeling stressed out, exhausted, or sick. In her review on beginning teacher support, Yvonne Gold (1996) describes the substantial evidence that burnout in beginning teachers is associated with "(1) poor physical health; (2) emotional symptoms, such as depression...; (3) behavior symptoms... unproductive work behaviors; and (4) negative interpersonal relations with students, other teachers, and parents (Gold, 1996, pg. 557)."

These preliminary findings confirm the importance of scaffolding experiences in developmentally supportive doses, rather than immersing beginning teachers in difficult, sink-or-swim situations. Lois is aware of the opportunity that California's class size reduction program offers.

> Now I know what to look for. I am not going to work in any place unless its 20 to one. First of all, I have too many children in that classroom. It drives me nuts! I got a new kid yesterday. The minute we go below 32 they'll give us more. Like, they come out of the woodwork! I don't have enough desks for all of them. I've been asking for two months for more desks.

A major outcome in a school-university partnership would be to provide beginning teachers the support that they need for success. Half of the participants in this study are in a school district that is collaborating in partnership with their teacher education program. The relationship between the Inglewood School District and the university is less clear. The discussion in this next section will focus on the adequacy of the partnership as a context for beginning teacher socialization.

COLLABORATIVE ACTIVITIES: SCHOOL-UNIVERSITY PARTNERSHIP

The major purpose of this collaboration is to restructure preservice and beginning teacher education as a rigorous, high-status, field-based activity that takes place in reforming urban schools (Oakes, Beck & Mitchell, 1995). The participants in this study understood the intentions of a school-university partnership but they were vague about seeing it in practice. As a novice teacher, Lucy had a clear vision of the possibilities for the partnership to be a means to connect theory and practice.

> The potential is there in the idea of a partnership, to make teacher education better than it's ever been. The university has traditionally been out of touch with what is needed or at issue in real classrooms. Research is conducted about behavior problems, and ways to neutralize tracking, etc. And now the college has a chance to be learning constantly from real life situations. The district has a chance to be involved with training new, potentially outstanding incoming teachers. The district needs teachers with the latest methods... but we can serve their needs even better if we've been trained under their care. And it

> seems logical that new teachers would make it past their first year of teaching if they'd already student taught in a district where they'd become comfortable. And if several of us enter a district together, then we can support each other if there are strong traditional forces against us. This whole concept of social justice being a community of learners implies we should live and teach in a community we're a part of. By attending UCLA and student teaching in a nearby school, it makes us more involved with that community. Also, UCLA needs to have secure placements for its student teachers. Stability comes from understanding each other's needs and having relationships.

There was less of a sense of partnership or collaborating activities during the first half of the residency year. Despite her success as a Santa Monica resident teacher, Tina commented, "Partnership activities? What activities? Have there been activities? I really don't know."

Inquiry as a Means for School Reform and Teacher Education

A major difference between the experiences of the resident teachers in the Santa Monica District and the Inglewood District is that all Santa Monica schools are engaging in inquiry activities. This is a substantial part of the partnership, with the explicit purposes of school reform, community involvement, and teacher education improvement. Although the novice teachers, mostly sat silently and observed teachers in the process, Nancy was able to understand its significance as a means for school change.

> Inquiry gave me things to think about and it was good to see that teachers who have been teaching for a while are still thinking about their ways of teaching. Its very interesting because although I've only been teaching for only a few months, I can see how difficult it would be to change your teaching methods and ways of teaching. I understand the importance of keeping more experienced teachers abreast of new ideas and thinking about their own practices through inquiry and to try and get teachers to try different things for the benefit of the students rather than for their own comfort level in the classroom.

As first-year teachers, Tina and Lucy are beginning to participate more. Tina felt empowered.

> Inquiry is a process whereby a group of professionals can take time during the workday to reflect analyze, and critique what's happening in that specific workplace... I like it because its a time to see a group of teachers who I respect and admire dearly question themselves. I get a sense of power in just listening to them wonder about what's happening in our school and I say "power" because its empowering to know I'm not the only one who's worried or concerned. Some people I know have gotten a bit scared by that idea but it makes me look forward to the teaching that I'll be doing in the years to come... It has given me a chance to see other people's beliefs which has then allowed me to question or validate my own depending on the situation...We are specifically looking at particular groups at our school and how successful they are becoming. Since I came in as a clean slate I didn't have any pre-conceived notions or ideas about what was occurring but these discussions have already allowed me to open my eyes and make sure that I'm treating all students in the best way that I know how... Its positively effecting our school because teachers feel more at ease in discussing almost any topic. The conversations are not only less superficial but they are more far-reaching.

Lucy still felt like an outsider.

> About half the staff participates. There's a definite sense that the veteran teachers feel held back that there are five of us that are new to the group (total of 16). I know from talking to Tanya and Edward that we don't have the same reasons for being there that the rest of the people have. I don't feel comfortable sharing so I don't always speak about what we have prepared between sessions. Last time, I brought up that we have to work on staff cohesion before we work on school change issues. People looked at me and then ignored the suggestion...I don't feel like its going to help my teaching this year, but in case I stick with this at this school I think its important to stay with this process.

I asked the resident teachers in Inglewood how inquiry would effect their school if it were in place. Nancy felt that even with inquiry in place, the staff at Warren Lane School were a long way from discussing meaningful change.

> I think there would be a lot of discussion about what is possible versus what is realistic with the children. I think that a lot of the teachers would defend what they're doing and what they've always been doing with the notion that the problems that these kids come with dictate a certain type of curriculum or structure -- the one that they are using. There would have to be a lot of inquiry to get some of the teachers to question that.

Constructivist Pedagogy

The teacher education program and the school district leadership both share constructivist views on education. Since all four of the participants in this study spent their pre-induction year in the partnership district, I cannot compare their understandings of constructivist pedagogy with other students in this teacher education program who were not in Santa Monica. However, the findings do indicate strong understandings. Lucy talked about valuing the knowledge that students come to school with.

> This question assumes something about how you define knowledge. "Mainstream" children certainly have access to social connections with people of money and power more so than minority children. They may even have more access to computers, televisions, and other technology that provides instant information about culture, the world, etc. But minority children have experiences and understandings of things other children can never know. So yes, mainstreamers have knowledge that helps them succeed financially and makes living easier, but I wouldn't necessarily define the issue as a lack of knowledge on the others' part. It's different ways of knowing and different knowledge. In a way, I even feel that instinctual knowledge (which has sometimes been referred to as "women's way of knowing") is another type of knowledge that has nothing to do with privileged or minority status, but with how in touch people are with their spirituality.

Collaboration

As novice teachers, Nancy, Lois, Lucy, and Tina recognized the potential benefits of the collaborative philosophy of the program. They understood the potential of being valued participants contributing to teacher education renewal. Lucy welcomed the opportunity to be invited to help change UCLA's teacher education program.

> I received an email about the meeting for our summer schedule. When I responded that I would like to attend that meeting. I got an acceptance instead of resistance. We went and our input was important rather than they doing it to us. This encourages us to be change agents.

Tina was a more active participant, but felt less effective and less valued.

> As a novice teacher on the Steering Committee I felt that I was heard and respected but my thoughts weren't taken into consideration when things were being planned. I still feel I am a good representative of the novice teachers and therefore, would have been an invaluable voice in the committee. I'm technically still on the committee but as of beginning of Spring Quarter, my classes were scheduled in conflict with the meeting times. I didn't see much of an effort to try to change the times so that any student, or novice teacher could have been involved, not just myself. I understand scheduling is a major undertaking (with UCLA and Santa Monica), but I thought that something could have been arranged at least once or twice a quarter.

INFLUENCES:

Preliminary Findings confirm Su's findings that the guiding teachers and the student teaching experience are seen by novice teachers as the major influences (Su, 1992). Lucy credited the student teaching experience, guiding teachers, and school administration as the primary sources of support and training.

> Luckily, I had guiding teachers and school administration in Santa Monica which supported me emotionally and also gave me great training.

Nancy agreed, but questioned the value of the collaboration.

> The student teaching experience was invaluable, but I don't think my student teaching experience had anything to do with the collaboration. My guiding teachers and school staff were great in their own right - regardless of the collaboration activities.
> Simply knowing that my guiding teacher has had a similar experience (in UCLA's teacher education program), and understands the sweat and tears, is a big benefit.

On the other hand, Lois credited the partnership with positively reducing the gap between theory and practice.

> I know one benefit has been having student teachers placed in Santa Monica because Santa Monica is on the same wavelength as UCLA and it really helps to have student teachers there. For example, some of our student teachers in LAUSD were learning different things in their schools then they were taught in UCLA so they were confused. That didn't happen so much in Santa Monica.

Tina credits her "HUGELY supportive school" as being the major influence.

> I believe that my influences in this case have to be all the teachers and staff at Will Rogers Learning Community. As a whole, they have shown me what dedication can do for a staff and school. They are positive and proactive, and the school's general attitude is progressive and upbeat.

CONCLUSIONS

Preliminary findings indicate that issues of survival are much more important to these beginning teachers than social justice education. Each of the participants in this study came into the profession with positive attitudes, hoping to do good for others. These entry attitudes were strongly effected by their feelings of efficacy. Once they had their own classrooms, these teachers needed to feel they could control and manage their students, as well as teach *all* children successfully. Influences in the school, (guiding teachers, administration, cohorts, school community), were more important to them than influences from the university. Professional development schools/school-university partnerships, PDS/SUPs, can remedy this imbalance of influences. PDS/SUPs have the potential to create symbiotic relationships, bringing the university culture and the school culture together in collaborative activities to increase understandings and practices, and thus, improve the socialization of beginning teachers.

The preliminary findings from this study also confirm the findings from other studies on PDS/SUPs, that despite the possibilities for renewal, they are fraught with thorny issues and pitfalls. Linda Darling-Hammond describes,

> the many obstacles to be negotiated include: development of trust, identification of individual interests and objectives that can become the basis for common goals and mutual interests, creation of ways of talking and ways of working together that bridge cultural and communication differences... The two different cultures are not easy to harmonize in any event, but in this case, where a new organization is being invented that requires fundamental changes in both of the parent organizations, the work is both daunting and devoid of guidelines... PDSs are especially challenging collaborations because they seek to reshape

> fundamental values, beliefs, and paradigms for schools and school change while they are negotiating two worlds and inventing new programs (Darling-Hammond, 1994, pg. 21).

The educators from UCLA and Santa Monica are to be commended for facing the challenges and devoting tremendous time and effort to bring a constructivist, collaborative approach to renewing teacher education and schooling in service of social justice. The participants are well aware that if they succeed they will have to re-invent many of the ways schools and universities function. On a larger societal scale, for changes to occur that truly promote social justice, people with current power and privilege will need to give some of that up. Some initial steps have been taken as leaders from the university and the school district attempt constructivist, rather than traditional bureaucratic, authoritarian, and hierarchical governing approaches. As this researcher continues his study, recommendations will emerge from new understandings based on what really happens in the classrooms. We need to begin to theorize what might be the conditions for changing beginning teachers' beliefs about social justice education, schooling, and the teaching profession. Even more important is finding ways to help promote the retention of those values and beliefs, so that when confronted with the cognitive dissonance that occurs when faced with the realities of practice, beginning teachers have both the external and internal support to remain steadfast in their convictions to teach differently from the traditional norms and support changes that lead to social justice education for all.

Next Steps

Tina is having, by far, the most successful beginning teaching experience. I am interested in looking further into the structural supports she is benefiting from by teaching in the same community as her pre-induction year. I see parallels in the benefits of multi-age teaching -- having the same group of students stay with the same teacher or team of teachers for two or three years. I am interested in exploring,

clarifying, and building theory upon how Tina's situation is benefiting her, and finding ways to operationalize this on a larger scale.

TABLE #1: THE PARTICIPANTS

Name	Gender	Ethnicity	Novice Teaching Placement	Novice Teaching Grade Level	Resident Teaching Placement	Resident Teaching Grade Level
Nancy	female	Asian	SMASH, SMMUSD	K-1-2 multi-age	Warren Lane School, Inglewood S.D.	2nd Grade
Lucy	female	Caucasian	SMASH, SMMUSD	K-1-2 multi-age	John Muir Elementary, SMMUSD	1-2 multi-age
Lois	female	Caucasian	SMASH, SMMUSD	3-4-5 multi-age	Warren Lane School, Inglewood S.D.	3rd Grade
Tina	female	Caucasian	Will Rogers Learning Community, SMMUSD	1-2, bilingual multi-age	Will Rogers Learning Community, SMMUSD	1-2, bilingual multi-age

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